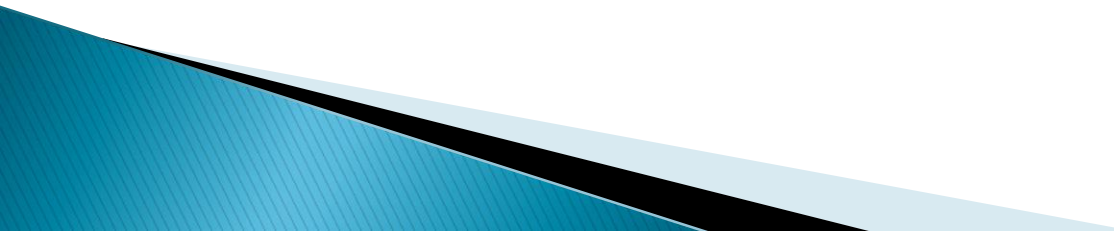


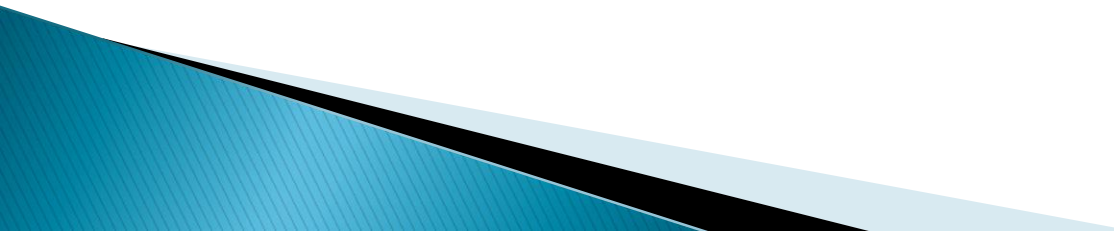
# IMPROVING OUTCOMES FOR ENGLISH LANGUAGE LEARNERS

# Session Goal

Improving outcomes for English Language Learners through

- UDL (Universal Design for Learning) coupled with the Formative Assessment Process
  - Integrating language/content goals
  - Additional Supports – Personnel and Technology
  - Accommodations
- 

# Where Are We Now?

- Latino/Hispanic students currently make up 25% of our K–12 student population nationally, nearly 10% of those are ELLs
  - The US DOE projects that by 2024, that number will rise to 33% nationally
- 

# Where Are We Now?

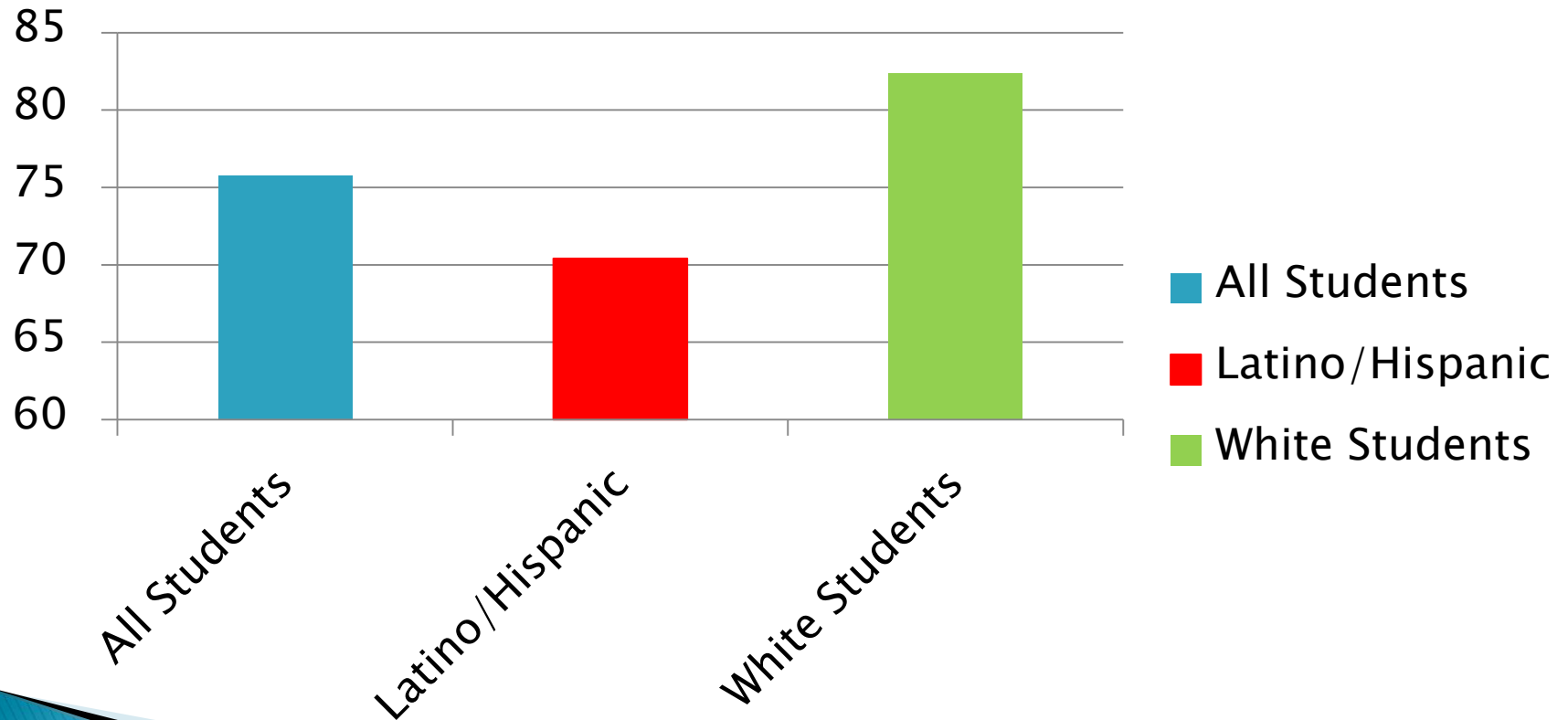
Outcomes at the state and national level are typically measured by graduation rates and by performance on state accountability assessments

More information:

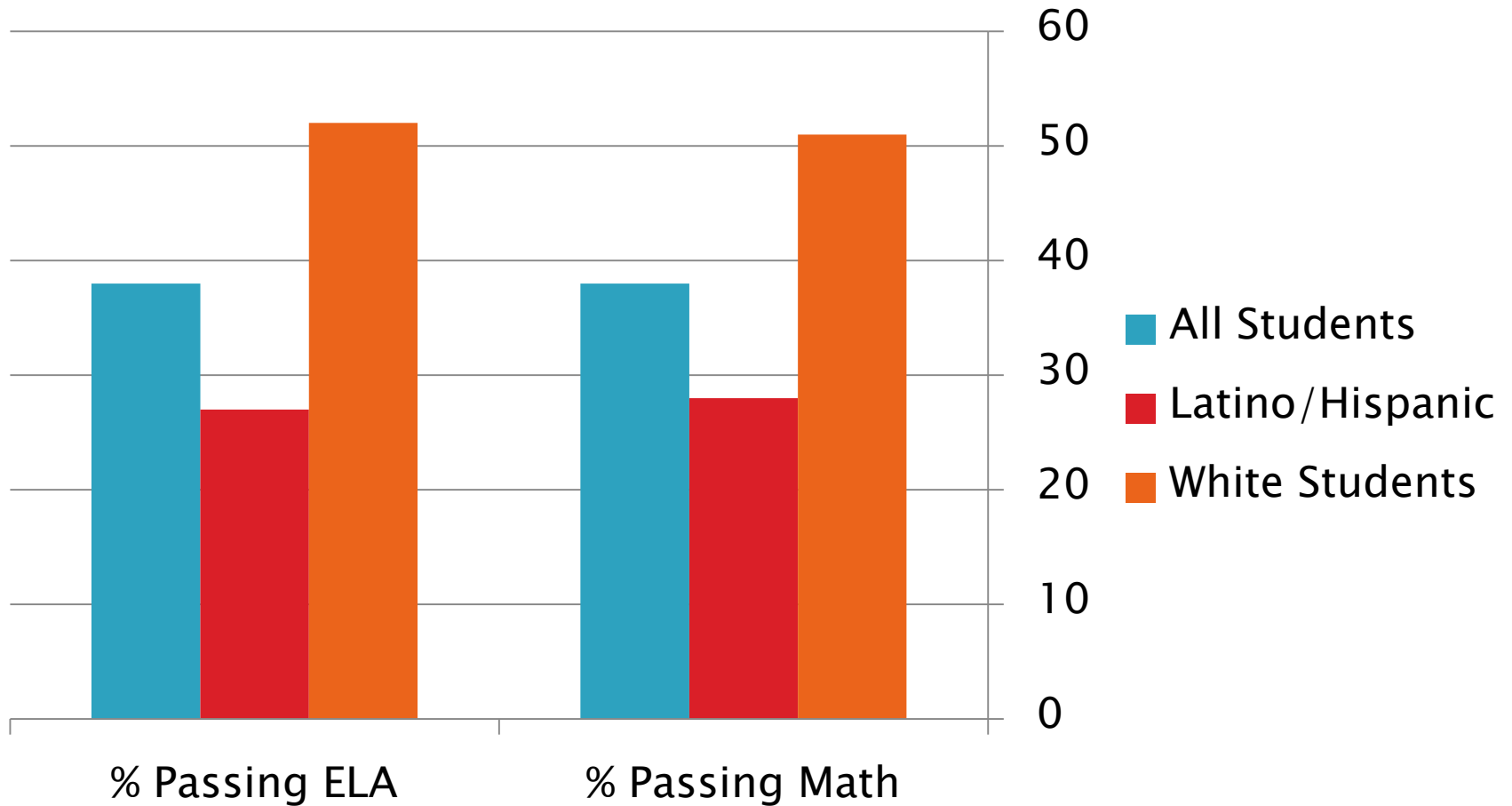
[http://nces.ed.gov/pubs2016/2016144\\_highlights.pdf](http://nces.ed.gov/pubs2016/2016144_highlights.pdf)

# AZ 4 Year Graduation Rate

2014



# AzMERIT 2016 Subgroup Results




# Defining Improved Outcomes

How will academic improvements be measured and reported?

- Student performance on AzMERIT
- Student performance on AZELLA
- District required progress monitoring/benchmarks

How will we gauge improvement in non-academic areas?

- Self-advocacy
  - Approaches to learning
  - Growth mindset
  - Social/Emotional
  - Engagement
- 

# New Accountability in ESSA

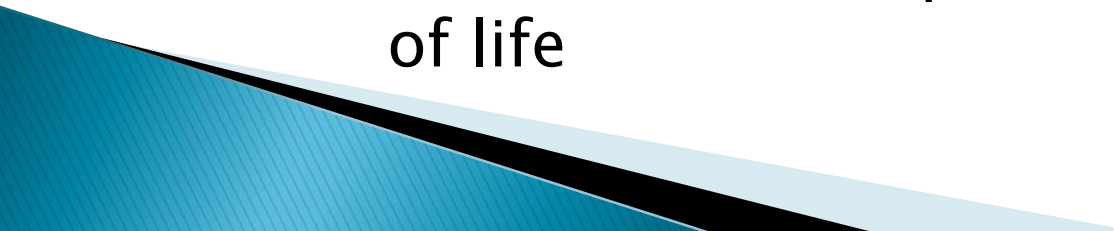
Maria Moser,  
National Council of  
La Raza





# Access to Grade Level Content

# In Working with ELLs,

- ▶ How can teachers ensure
    - accessibility to grade level content?
    - alternative avenues to express what they know and can do at grade level?
  - ▶ How can teachers
    - address individual needs and preferences to engage students?
    - Provide “just right” levels of support
    - Encourage students to take an active role in decisions that impact their learning and quality of life
- 

# Dual Track Approach

Access to grade level content

- Principles of UDL
- Formative assessment process
- Collaboration through co-teaching/co-planning
- Language needs in relation to content

Focused instruction addressing identified needs

- Language Acquisition
- MTSS
- Research-based programs
- Progress-monitoring
- Assistive technology
- Instructional accommodations



Content Area  
Instruction

UDL Principles  
Guiding Planning  
and Instruction

Additional Access  
Support through  
Personnel &  
Technology

Accommodations  
to Meet Specific  
Needs

# Discipline-Specific and Academic Language Expansion (DALE)

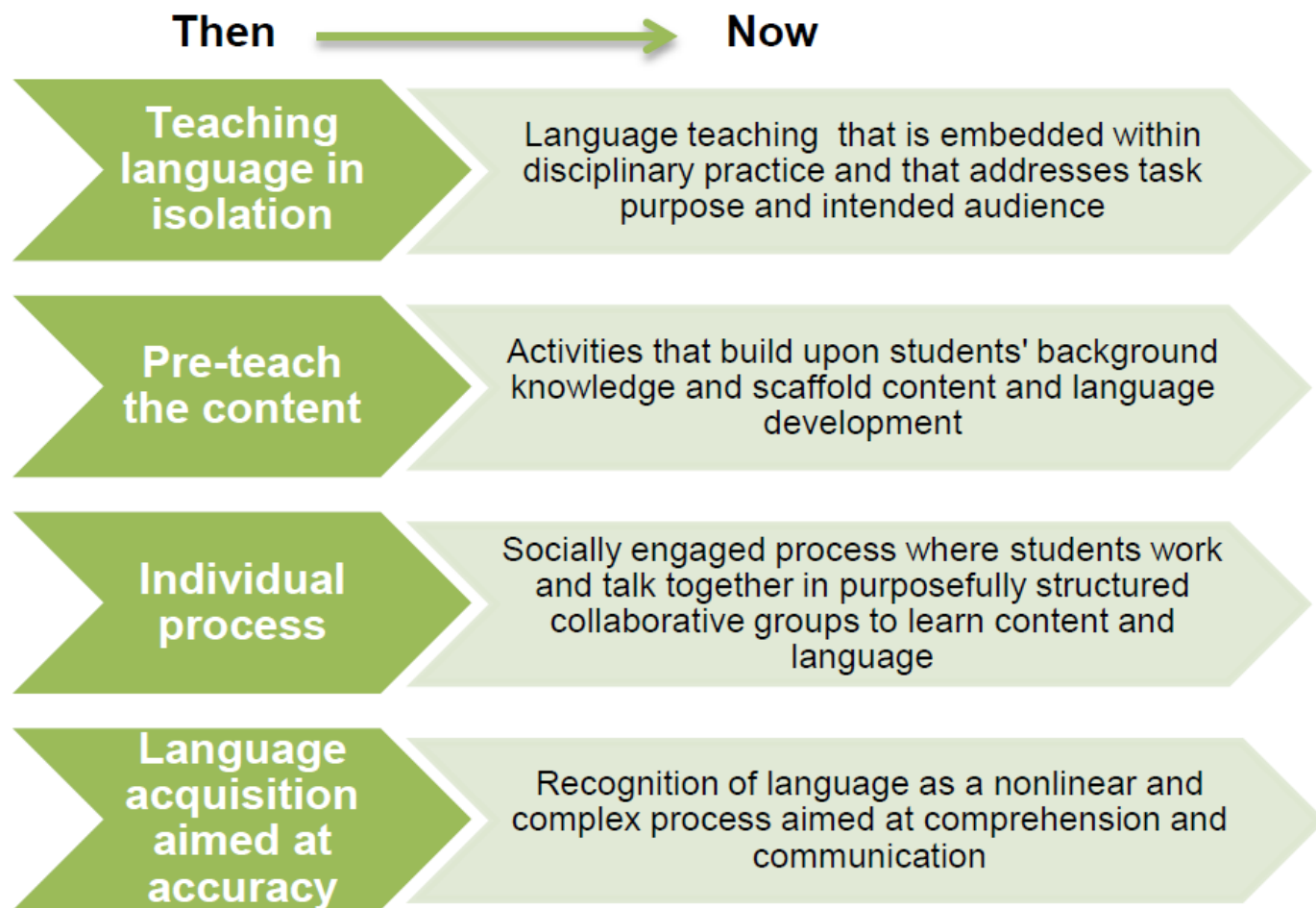
Occurs within grade-level, content-specific classes

- Where ELL students spend a significant amount of the school day
- Where language is used for real purposes – content and skill development using authentic materials
- Where interpersonal relationships are developed and learning about the world takes place

# Discipline-Specific and Academic Language Expansion (DALE)

Deliberate language development through complex talk, thought, texts, and tasks embedded in the context of grade level content

Language Specialist and Content Expert:  
Shared responsibility for developing discipline-specific content knowledge along with academic language proficiency



*Figure 1.* Shifts in instructional practices as they relate to language learning in the content areas. Adapted from Walqui (2012) and Haynes (2012).

# Considerations in the Selection of Materials

Non-negotiable criteria include:

- Deliberate focus on academic language development (aligned with ELP Standards)
- Provides full access to grade-level instructional content
- Scaffolds instruction for ELLs without compromising rigor or content
- Provides access to text that increases in complexity, connecting language and ELA instruction, all anchored in AZ Academic Standards



# Principles of Universal Design for Learning

Planning for Access from the Beginning



# Principles of Universal Design for Learning

Planning access for all *from the beginning* lessens the need for retrofitting and accommodations

UDL planning provides options for:

- Presentation
- Response
- Engagement/Motivation

Benefits a range of students in terms of abilities, interests



# ELL-Specific Considerations

- ▶ In planning, be sure to address the academic language demands of the lesson
  - Not just vocabulary, but syntactic and grammatical structures; an organization of sentences by ideas and structure
  - Teacher identifies specifics (i.e. verb tenses, compound/complex sentence structures, unclear pronouns, transition words) for focus within the context of the overall lesson
  - Time spent here is beneficial to all students, but critical for ELL's to access content

# Collaborative Opportunities

Strategic design of groupings that provide opportunities to

- engage in meaningful discourse
- take on different roles
- build and use academic language
- build confidence with language use
- access the content of the lesson

For successful collaborations, what pre-requisite discipline-specific language and discourse skills are in place?

Are students being afforded sufficient time for effective collaboration with peers?

# Building on Background Knowledge

## Information Gathering

- Develop personal relationships with student/family

- Informal interviews/questionnaires

- Pre-lesson surveys

Leverage information gathered to design lessons that have meaning and are engaging to the students

# Building on Background Knowledge

In planning, consider how background knowledge can be incorporated to make instruction relevant and meaningful

Link background to current task:

- Prior educational experiences

- Prior content knowledge

- Prior language development

- Funds of knowledge

ESSA appropriates the UDL definition found in the [Higher Education Opportunity Act of 2008](#): **Universal Design for Learning (UDL)** means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

*Higher Education Opportunity Act of 2008*

Source: CAST  
[www.cast.org](http://www.cast.org)

# Principles of Universal Design for Learning

UDL – a recommended practice in Every Student Succeeds Act (ESSA)

CAST (Center for Applied Special Technology) has been the leading proponent of incorporating UDL into instruction –

- Materials
- Webinars, videos
- Research basis

“...the goal of education is not simply the mastery of knowledge but the mastery of learning.” (CAST, 2010)



# UDL at a Glance -- CAST

- CAST



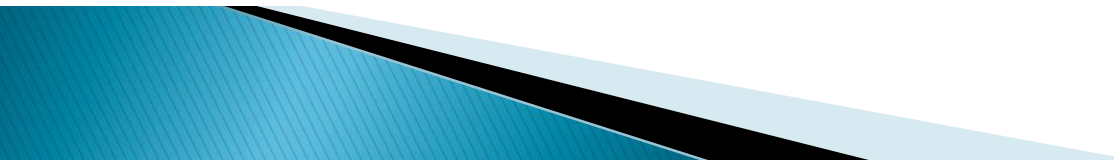
# The Formative Assessment Process

*“...allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course.”*

Arizona Superintendent of Public Instruction Diane Douglas,  
*AZ Kids Can't Afford to Wait*

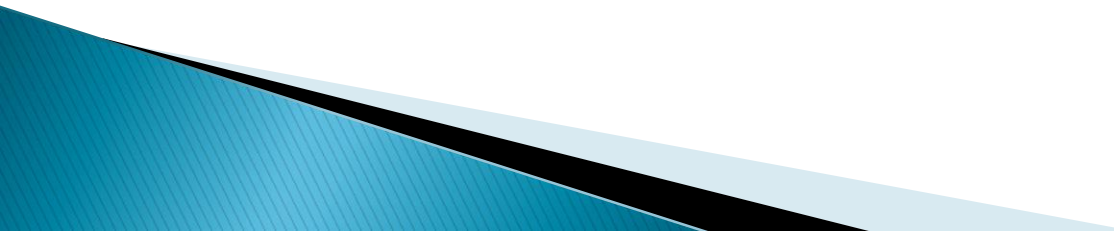
<http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

## When coupled with UDL practices, the formative assessment process --

- Provides the teacher with immediate, actionable information
  - Indicates where fine-tuning is necessary in options of presentation, response, engagement
  - Identifies the next incremental step for an individual student on the trajectory toward mastery
  - Keeps learning moving forward
  - Focuses students on awareness of where they are in relation to the established goal
- 

# The Formative Assessment Process

Through this process, students learn to

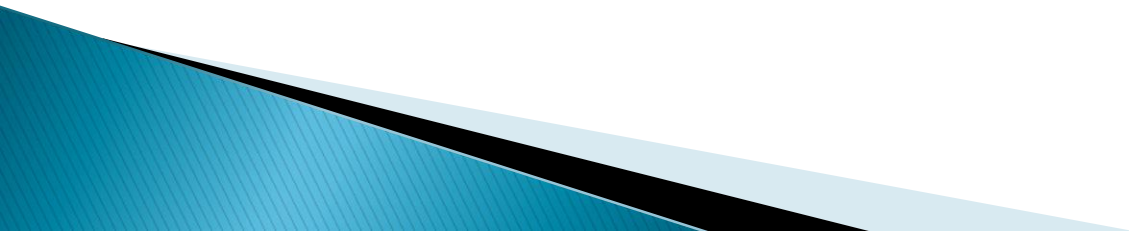
- Set goals for their own learning
  - Evaluate their growth toward those goals
  - Evaluate the quality of their work and the work of others
  - Identify strategies to improve
- 

# Key Formative Assessment Questions

Where am I headed?

Where am I now?

What do I need to do next to close the gap?



# The Formative Assessment Feedback Loop

Margaret Heritage explains that the feedback loop is the *process* of

- collecting evidence about student learning
- identifying gaps
- providing feedback to the student
- adapting instruction

It is cyclical and continuous...as soon as a gap is closed, the teacher creates a new learning goal for the student to meet.

Margaret Heritage, Senior Scientist at WestEd, is an internationally renowned expert on the formative assessment process.



# Getting Necessary Feedback



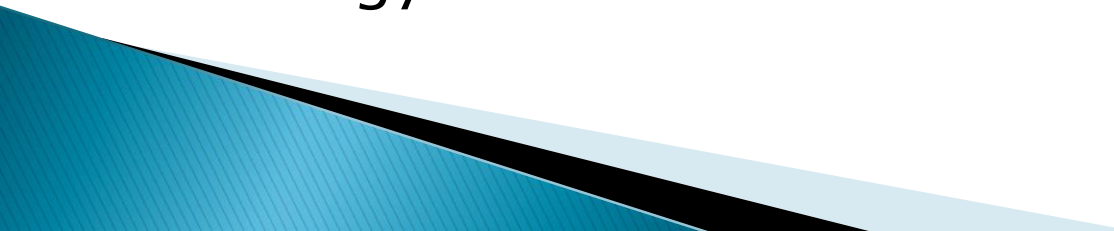
Maria Moser,  
National  
Council of La  
Raza



# The Feedback Loop

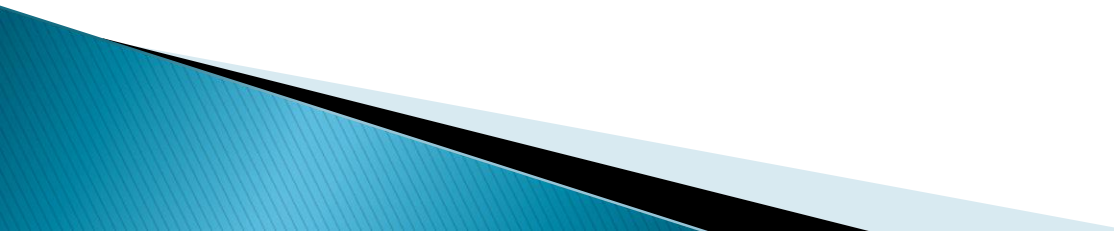
The feedback loop is key to keeping learning moving forward

Students receive feedback through

- Measuring themselves against learning goals, prior work, peer work, or a rubric/model
  - Interactions with their teacher who helps them establish where they are performing in relation to the learning goal; identifying next steps
  - Respectful interactions with their peers, including constructive feedback to modify work products or to provide a different perspective or alternative strategy for consideration
- 

# Metacognition

## The formative assessment process

- Helps students develop self-evaluation skills and reflect on their own understandings
  - Provides opportunities for students to analyze works of varying quality
  - Provides a means for students to conceptualize the learning process -- by introducing students to learning progressions, they better understand the path toward a learning goal and evaluate where they are in relation to that goal
  - Contributes to a growth mindset – understanding that success involves a series of iterations, working off feedback in a sustained effort to improve
- 

# The Social-Emotional Piece

Maria Moser, National Council of La Raza



UDL

Formative  
Assessment  
Process

Social/Emotional  
Learning



# Additional Supports

» Personnel and Technology

# Utilization of Personnel

## Leadership fostering a Culture of Collaboration and Learning

Provide opportunities, expectations for practice/embedded training

### Co-Planning

Promotes better understanding of grade level content expectations

Affords deeper insights into the language acquisition process

### Co-teaching

Maintain the necessary rigor while ensuring the accessibility of content, instructional activities

A focus on integrating content and language instruction



# Utilization of Personnel

## Assistive Technology Specialists:

Evaluate which devices and apps may assist with access to content

## Para-Professionals:

Can provide planned supports

## Special Area Teachers:

Alternative access to content and skill building provided through: PE

Music

Art

Computer labs



***“We live in a society exquisitely dependent on science and technology, in which hardly anyone knows anything about science and technology”***

Carl Sagan,  
astronomer



# ADE Proposals for Technology Integration

- ADE will first seek funding for classroom technology and statewide broadband internet access.
- ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.
- ▶ Arizona Superintendent of Public Instruction Diane Douglas, *AZ Kids Can't Afford to Wait* <http://www.azed.gov/weheardyou/files/2015/10/az-kids-cant-afford-to-wait.pdf>

# ELLs – Access Through Technology, Integrating Culture

- ▶ Maria Moser, National Council of La Raza



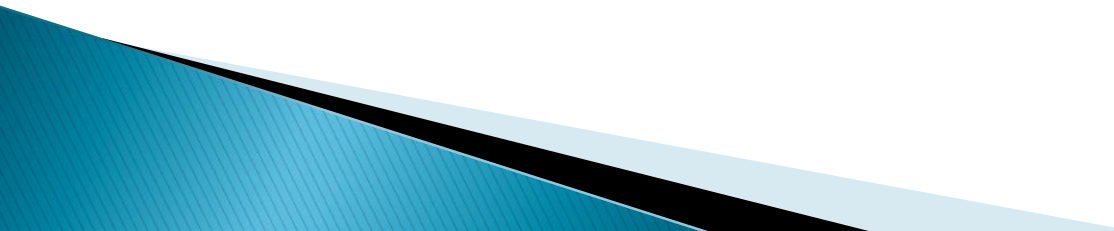
# Supplement, not Supplant

Technology cannot be seen as a single factor in transforming instruction for ELLs, but can be used to support the development of academic literacy by:

- Assisting with language scaffolding
- Supporting independent, extensive reading and writing
- Offering engaging alternative access to content
- Providing supplementary support to texts

# Technology Options

Interactive opportunities      Virtual field trips  
Online demonstrations      Targeted apps  
Online organizational tools  
Supplemental resources  
\*text to speech capabilities  
Word prediction software      Talking calculators  
Speech to text software  
Flipped classrooms      Creative response options  
Self-paced learning programs      Online texts



# Technology

## Example from CAST



Instructional Video

[Math Squared App](#)

# Accommodations

» Meeting Specific  
Needs of Individuals

# Instructional Accommodations

- Don't limit provision of instructional accommodations to those permitted for use in testing
- During selection, be sure to consider accommodations that help provide access to grade level content
- Consider a wide array of options to address individual needs
  - Consult with student regarding preferences
  - Maintain a feedback loop with the student to make adjustments
  - Monitor the results of accommodation use over time to determine effectiveness

# Instructional Accommodations

Promote student self-determination and independence by

- Fading, as tolerated, accommodations that involve student over-reliance on teacher or support staff
- Considering technology options
  - Foster independence
  - Accumulate a “bank” of effective accommodations

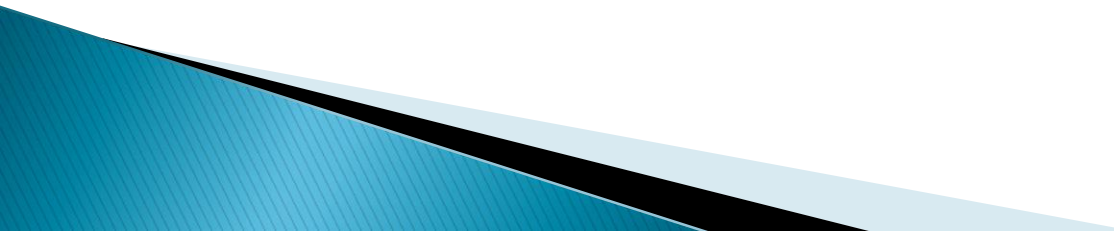


## Accommodations for ELL and FEP Students

Read Aloud Test Content	<p>CBT – Accommodated Text-to-Speech for test content may be provided for the writing portion of the ELA test and the math test.</p> <p>PBT – Read aloud, in English, any of the test content in the writing portion of the ELA test and the math test <i>upon student request</i>.</p> <p><b>Reading aloud the content of the Reading portion of the ELA test is prohibited.</b></p>
Rest/Breaks	<p>Student may take breaks during testing sessions to rest.</p>
Simplified Directions	<p>Provide verbal directions in simplified English for the scripted directions or the directions that students read on their own <i>upon student request</i>.</p>
Translate Directions	<p>Exact oral translation, in the student's native language, of the scripted directions or the directions that students read on their own <i>upon student request</i>.</p> <p><b>Translations that paraphrase, simplify, or clarify directions are not permitted.</b></p> <p><b>Written translations are not permitted.</b></p> <p><b>Translation of test content is not permitted.</b></p>
Translation Dictionary	<p>Provide a word-for-word published, paper translation dictionary.</p> <p>Students with a visual impairment may use an electronic word-for-word translation dictionary with other features turned-off.</p>


AzMERIT allowed accommodations for ELL students, including FEP 1 and 2

# AZELLA Universal Test Administration Conditions

- Testing in a small group, one-on-one, or in a separate location (e.g., another room), or in a study carrel.
  - Being seated in a specific location within the testing room or being seated at special furniture.
  - Having the test administered by a familiar Test Administrator.
  - Using a special pencil or grip.
  - Using devices (e.g., glasses, contacts, magnification, special lighting, color overlays) that allow the student to see the test.
  - Using devices (e.g., hearing aid, amplification apparatus) that allow the student to hear the test administration.
  - Wearing noise buffers after the scripted directions have been read (for the Reading and Writing sections).
  - Repeating scripted directions from the *Test Administration Directions* (at student request).
  - Answering questions about the scripted directions from the *Test Administration Directions* and/or the directions that students read on their own (at student request).
- 

# Improving Outcomes for ELLs

## Be intentional with establishing

- A sense of belonging, being valued, and being able to count on supports
  - Engaging, culturally relevant content, including activities that have real-world connections
  - Feedback loops with individuals to understand student background, prior knowledge, preferences
  - A classroom culture that values alternative perspectives and respects individual differences
  - Shared monitoring of progress toward **mutually identified** goals (incremental steps)
  - Promoting a growth mindset – the attitude that with effort comes increasing success
- 

# 4 Year Graduation Rate

2014

